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ABSTRACT

One of a series of sixteen knowledge transformation papers, this paper reviews that state-of-the-art of professional development as it relates to sex equity in vocational education. First, the problem of sex discrimination is presented with statistics showing the number of women currently working and the number who are heads of their households. Next, the extent of bias among counselors and teachers is discussed since various studies have shown that most counselors have conservative attitudes towards the idea of the working mother and are not informed about the roles of women in the work force; that schools generally use biased guidance materials; and that most women pursuing nontraditional vocational education are faced with problems such as harassment that teachers do not know how to control. Methods for implementing change among vocational education teachers, counselors, and administrators are summarized for both preservice and inservice. Also covered are suggestions for helping students overcome sex stereotyping in their occupational choices. At the end, the results of a survey of sex equity coordinators are given. Based on the responses of coordinators in twenty-one states, it is concluded that the focus of the coordinators' efforts in professional training varies from state to state and that planning for the training is as important as the training itself. (ELG)

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Information Series No. 148

PROFESSIONAL DEVELOPMENT PROGRAMS FOR SEX EQUITY IN VOCATIONAL EDUCATION

written by

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1979

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FOREWORD

A review of current research and practices indicates that attainment of sex equity in vocational education would be facilitated if administrators were committed to making sex equity a high priority; teachers and counselors were trained to implement sex fair exploration and recruitment programs; teachers were trained to support pioneering students in nontraditional courses; and vocational educators generally recognized that equity extends to both female and male students. This paper includes a review of the state-of-the-art of professional development as it relates to sex equity in vocational education. A major source of information is a description of programs provided by sex equity coordinators in 21 states.

"Professional Development Programs for Sex Equity in Vocational Education" is one of a series of 16 papers produced during the first year of the National Center's knowledge transformation program. The 16 papers are concentrated in the four theme areas emphasized under the National Center contract: special needs subpopulations, sex fairness, planning, and evaluation in vocational education. The review and synthesis of research in each topic area is intended to communicate knowledge and suggest applications. Papers should be of interest to all vocational educators, including administrators, researchers, federal agency personnel, and the National Center staff.

The profession is indebted to Ms. Mary Ellen Verheyden-Hilliard for her scholarship in preparing the paper. Recognition is also due Dr. Deena B. Allen, University of Minnesota, Ms. Carol Jabonaski, New York State Department of Education, and Dr. Louise Vetter, the National Center for Research in Vocational Education, for their critical review of the manuscript. Dr. Carol P. Kowle, research specialist, supervised the publication of the series. Ms. Jo-Ann Cherry coordinated editing and production.

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INTRODUCTION

Professional development to assist in making sex equity a reality in vocational education will require ongoing, in-depth efforts. A review of current research and practice indicates that the attainment of sex equity in vocational education would be greatly facilitated if the following were true:

1. Administrators were committed to making sex equity a high priority
2. Teachers and counselors were trained to develop and implement an exploration and recruitment plan which encourages all students to discover their interests and capitalize on what is available to them in vocational education programs
3. Teachers in classrooms, shops, and laboratories were trained to support pioneering students in nontraditional courses and prevent harassment of these students
4. Vocational educators realized that equity extends to both male and female students, recognizing that discrimination has been more intense against females and that females may be more in need of assistance

This paper will include a review of the state-of-the-art of professional development as it relates to sex equity in vocational education. The need for sex equity in vocational education will be examined, the professional development activities being offered to achieve sex equity will be discussed, and recommendations for future professional development in sex equity will be made.

The author wishes to recognize those state level sex equity coordinators in vocational education who provided information on the state-of-the-art from their perspective.

THE PROBLEM OF SEX DISCRIMINATION

Sixty percent of all American women between the ages of 18 and 64 are in the work force, approximately 80 percent in nonprofessional work. Yet the options offered through the training programs of vocational institutions are scarcely tapped by women. Although females comprise approximately 55 percent of all vocational education enrollments, half of them leave without any specific skill training. Those who are trained for gainful employment are trained in the female-intensive occupations where the earnings are about 60 percent of male earnings and where the opportunities for advancement are extremely low (Allen, 1975).

These findings are not new. The literature on the need for increased sex fairness in vocational education is extensive. The Project Baseline series and its component on Women in Vocational Education (Steele, 1974) presented statistics documenting sex stereotyping, sex bias and sex discrimination.

A publication from the Secretary of Health, Education and Welfare's Advisory Committee on the Rights and Responsibilities of Women (Steiger and Cooper, 1975) and Manpower Magazine (Verheyden-Hilliard, 1975) demonstrated continued problems in the area of sex fairness. Sex discrimination in guidance and counseling, including vocational counseling, has been the subject of a major report for the U. S. Commissioner of Education (Harway, et al., 1976).

The need for young women to prepare for gainful careers is evident. In March 1975 one out of ten families was headed by a female as compared to one out of 25 in 1960. One out of three families headed by women, as compared to one out of 18 headed by men, are at the poverty level (Monthly Labor Review, 1976). Furthermore, statistics available from the National Health Center indicate that the divorce rate has increased by 127 percent since 1960. Clearly, young women have as much need as young men for training that will help them become independent adults.

The above are merely background statistics indicating the need for encouraging young men and women to undertake adequate vocational education. Within the administrative structure of vocational education itself, there is a further need to encourage sex equity. Inside the vocational system, women are underrepresented in leadership positions (Clement, 1975; Lemmon, 1974; Roby, 1975); girls and women are segregated into specific program areas (Rieder, 1977; Roby, 1975; House of Representatives, 1975; Steele, 1974); and counselors, teachers and administrators continue to exhibit sex-biased attitudes (Klemmack, et al., 1975; Roby, 1975; Steele, 1974).

Federal statutes have been enacted which legislate against sex stereotyping and sex discrimination. Title IX of the Education Amendments of 1972 forbids sex discrimination in vocational education. Title II of the Education Amendments of 1976 spells out requirements to assist in the elimination of sex discrimination.

BIAS AMONG COUNSELORS AND TEACHERS

Vocational educators still are not closely attuned to the need for vocational education of young women. The research indicates that educators seem to be trapped in their own biases. These biases prevent them from assisting where they are needed in undoing stereotypes. Administrators pursue recruitment and admission practices which are biased and stereotyped (Feminists Northwest, 1975; Moore, 1974). Although some effort now is being made to reduce sex bias and sex stereotyping in organizational efforts, little is being done through initiatives to effect change in individual settings (Miller-Beach, 1977).

Counselors, including vocational counselors, perceive themselves as being free from bias, but this is indicated more by what they say than by what they do (Hawley, 1975). Bingham and House (1973) indicated that counselors did not know about the change in the participation of women in the work force and the discrimination they encountered. In a study by Hawley (1975), counselors underestimated the proportions of girls who will grow up to work for some

period of their lives and the proportion of those who will work full time. Counselors were also not aware of the extent of the discrepancies in the incomes of women and men. Furthermore, older male counselors were more likely to respond in a less knowledgeable manner than young men or women of all ages.

If counselors seem unable to grasp the changes, it becomes clear that they, as well as vocational teachers and administrators, must be made aware of these changes if they are to understand the need for sex fair vocational education (Dittman, 1976; Miller-Beach, 1977). A study of counselor attitudes (Engelhard, 1976) showed that counselors expressed the most conservative attitudes toward the idea of the working mother and that, overall, men's attitudes were more conservative than women's attitudes.

Schools, furthermore, continue to use biased guidance materials. For example, in a study of post-1970 high school level guidance materials, (Vetter, 1974) random samples from commercial and noncommercial lists indicated that 75 percent of the illustrations were of men and 75 percent of the proper names used were male. Stereotyping was depicted in the representation of types of jobs, with 33 percent of men but only 4 percent of women being shown in outdoor jobs. Thirty-six percent of the material differentiated male and female career patterns. While 30 percent of the materials mention the working mother, none made an assumption that men were fathers.

The research further shows that of the women who do pursue nontraditional vocational education, 65 percent are faced with classroom/shop related problems. The single largest problem affecting women enrolled in nontraditional vocational classes is the failure of men to adjust to women in the class. This would seem to indicate that the vocational teachers have been unable to control harassment in their classrooms, or have not invested enough effort in its control (Kane, 1978). Other factors besides counselor and teacher bias inhibit the career choices of young women and men. The expectations of family, peers and the students themselves are often sex stereotypic. The media have contributed little effort to break through sex stereotypes and have even encouraged them at times.

On the other hand, we can also note one of the primary goals of education is to expand student competencies by providing opportunities for exploration, information processing, and skill development. It is time to recognize that understanding sex stereotyping and how to move beyond it are key educational tools which the school system must offer to its students.

In spite of the bias with which they are surrounded, young women, more than young men, are willing to change the stereotypes. Females view themselves as significantly less sex-typed than males (Dittman, 1976), exhibit higher attitude scores in a study on attitude change (Engelhard, 1976), and consider themselves as more liberal than males on attitudes concerning the role of women (Shepard and Hess, 1975). It would seem that educators could use these changing beliefs that young women have of themselves to help them achieve greater freedom of occupational choice.

PROFESSIONAL DEVELOPMENT FOR SEX EQUITY IN VOCATIONAL EDUCATION

An analysis of the literature indicates that a plethora of imaginative ideas have been suggested as ways to implement change.

Administrators

Those with the greatest potential impact on personnel, program practices, and policies are at the leadership level. If change is to occur, those in leadership positions must be ready and willing to initiate change in themselves (Allen, 1976; Verheyden-Hilliard, 1977a).

Administrators should participate in the inservice programs which they develop for others (Allen, 1976). This participation indicates to staff that the administrator takes the issue of sex discrimination and sex stereotyping seriously. When administrators participate in training, they are in a better position to require training for others and to provide overt support for change through affirmative action steps (Simpson, 1974) and through the development of new models for vocational aspiration (Schenck, 1977). Having become active in the effort themselves, they can encourage staff to gather and discuss sex stereotyped attitudes and consequences (Reha and Nappi, 1975). Once they have experienced training themselves, and have encouraged, developed, and implemented training for their staff, administrators are in a position to introduce nonsexist career education at early grade levels (Harris, 1974; Parks, 1976), as well as the later levels where training programs for the mature woman are sorely needed (Allen, 1975).

Vocational educators are becoming increasingly aware that although more than half of the students are girls or women, less than half of the administrative leadership is female. This suggests the need for training on recruitment of women at the administrative level. The placement of a significant number of women in decision-making positions lends credence to vocational educators' intent to encourage sex fair practices.

Teachers

The literature suggests that teachers should develop an awareness of the impact of their attitudes on their students and the force of their example as role models (Sheridan, 1976; Weeks, 1974). Classroom, laboratory, and shop teachers must realize the impact of their own personal values on students through values and attitude clarification experiences (Kimmel, 1974; Simpson, 1974). All such efforts should be developed at both the preservice and inservice level (Lamel, 1974; Schenck, 1977; Sheridan, 1976).

Training and placement of women teachers in male-dominated courses would help bring balance to the vocational education system. Such changes could make

male-intensive courses of study more believable to girls and to their families (Rieder, 1977) as work which is "appropriate" for women.

For boys and young men it would be particularly valuable to see men as home economists, particularly in the nongainful aspect of the field. As the two-career family becomes more common, men will need to learn more about the responsibilities of the home and child care.

Counselors

Research recommendations for counselors include the need to become aware of their personal level of commitment to and understanding of sex equity. Positive steps would include setting goals for nonsexist approaches to career counseling and nonsexist use of interest inventories through honest discussion of occupational and life skills (Diamond, 1975; Kilby, 1975; Vetter, 1974). The need for greater sensitivity to the sex bias in career guidance materials is mentioned often in the literature (Birk, 1974; Rieder, 1977; Women on Words and Images, 1978). Counselors have an impact on students in many ways beyond the counseling situation. They schedule classes and serve as resource, referral, and reference points. Their values can have an impact on students in ways the student may never know (Verheyden-Hilliard, 1977b).

Approaches to be Used

Inservice programs have been held at conventions (Kerwood, 1975), as charrettes or working conferences to complete a project (Eitzen, 1975), at regional and local seminars/workshops (Ellis, 1974; Technical Education Research Center, 1974) and at state-sponsored inservice clinics (Barkley, ca. 1975).

Special materials also have been designed which could be used for inservice training. These include reviews of the literature and the legislation, guides for studying local needs and ways to identify barriers to nontraditional opportunities, materials, and activities (Ellis, 1974; McCune, et al., 1977; Robertson, 1975; Verheyden-Hilliard, 1976; Vetter, et al., 1978).

While the retraining of all vocational educational personnel should be the priority concern of the moment, the long view must include the preservice area. Degree programs should be educating administrators, teachers, and counselors to make the elimination of sex stereotyping and the encouragement of free occupational choice a high priority because stereotyping affects every student (Reha and Nappi, 1975). Vocational teachers, counselors, and administrators should be prepared to support new nonstereotypic programs of career development which recognize individual differences and needs from kindergarten through postsecondary levels (Verheyden-Hilliard, 1978; Worthington, 1973).

"PROFESSIONAL DEVELOPMENT" FOR STUDENTS

The literature provides many suggestions for working with students to help them overcome the stereotypes holding them back from free occupational choice. Awareness sessions are suggested, including group discussion and role playing, to assist young women in junior and senior high school to consider male-dominated careers (Morris, 1976).

The consciousness-raising techniques of the women's movement, geared to the needs of young high school women, are recommended to clarify the issues of early sex stereotyping (Manuel, 1974). Career development programs from elementary to community college level are urged for girls and women (Hohenshil, 1974; Pendleton, 1975). Leadership programs with an emphasis on developing the leadership skills of women are among the ways suggested to increase the participation of women in a broad variety of vocational areas (Bowers, 1975).

Students are entitled to curricula designed to foster rather than limit expansion of options. Some schools, through round-robin selection of prevocational courses, allow young men and women to try out all vocational options on a rotating basis (Farquhar and Mohlman, 1973). Other secondary schools have instituted women's studies courses for noncollege bound senior high school women (Green, ca. 1974).

The research on intervention with students is yielding information of interest concerning career exploration. In one intervention strategy, sixth grade girls met with their counselors for 30 minutes a week for six weeks. The girls participated in a variety of activities including role playing, research, and job site visits. At the end of the six week period the girls had tripled the number of job options they were able to suggest for an adult woman. However, all the choices were still sex-stereotypic. The researchers conclude that it is not enough to simply talk about careers, or jobs, or expanding options unless the question of sex stereotyping is addressed directly (Harris, 1974). As the following research indicates, even that may not be enough.

In a test of another intervention strategy, upper elementary girls and boys were provided new career education materials for use in the classroom. These materials were nonstereotypic and sex stereotyping was discussed with the youngsters in the class. A post-test indicated that the students expanded options for women and that the new options were non-sex stereotypic. However, when the girls and boys were asked what they intended or would choose for themselves, their answers for themselves still followed traditional roles. The researchers concluded that the intervention, although addressing sex stereotyping, was not personalized sufficiently. Youngsters still did not feel free to consider the nontraditional options for themselves (Parks, 1976). These research studies have considerable implication for the training of vocational teachers, counselors, and administrators who wish to help their students achieve beyond sex-role stereotypes.

THE ROLE OF SEX EQUITY COORDINATORS

In Title II of the vocational education amendments of 1976, a new category of vocational educator was outlined: a person or persons with a federal funding of $50,000 a year who would bring awareness of sex stereotyping and the requirements of the sex discrimination laws, as they affect the students and employees of vocational education, to the vocational education system in each state and the District of Columbia.

In Fall, 1978 this author asked the sex equity coordinators in each state to share information about training on sex equity. Twenty-one of the coordinators responded and their approaches varied widely. In a few states an effort is being made to systematize the training offered to vocational educators. Some coordinators have begun with presentations at statewide conferences on vocational education. Some states are organizing training which will cover the entire state. Other states are responding to requests for assistance and holding workshops when invited to do so on a site-by-site basis. Few of the efforts have formal evaluation components and the planned evaluations have not been completed.

The focus of the training in each state is often quite varied. Some states are producing exemplary materials ranging from compilations of existing materials to production of video tapes. One state has emphasized special workshops for students in the belief that peers can be effective in reducing pressure against nontraditional vocational training. Another state is using a two-day approach with the second day's training being held six months after the first in order to give trainees time to try out new ideas and come back to share successes and get help with problems. One state has mounted a media campaign on training for displaced homemakers and the needs of minority women. Another has scheduled vocational teachers into classrooms where they are learning skills nontraditional for their sex while being the only member of their sex in the classroom/lab/shop. The myth that business and industry will not hire workers in nontraditional jobs is being attacked in industry-education workshops.

In some offices the sex equity staff are taking responsibility for the training, while in others the staff are contracting out to firms. In almost every state the sex equity coordinator is making herself or himself available for presentations at conferences sponsored by educational and noneducational institutions and organizations.

The sex equity coordinators vary in their concepts of what is the "best" way to proceed with training. The positions range widely. Some coordinators feel that awareness is the key issue--if people do not understand or care about equity, they will not go out of their way to achieve it. At the other end of the spectrum are coordinators who feel that vocational educators have a legal responsibility to work directly to achieve equity in their policies and programs. Both of these opinions are reasonable.

Attitudes and actions are equally important in this area. It is critical that an effort be made to develop an awareness of sex bias and its long-range consequences for students' lives. For those trapped in personal sex bias so severe they cannot relinquish their stereotypic beliefs regardless of the needs of their students, the authority of the law and their legal responsibilities under the law must be brought to bear.

Those who wish to avoid vocational sex equity will occasionally take the position that students or their parents are not interested in nontraditional training. Vocational educators should realize that this concept is less true today than it may have been in the past. For example, the Girl Scouts of America (1978), the Girls Clubs of America (1978) and the Future Homemakers of America (1977) are involved in bringing awareness of nontraditional careers to the young people in their programs. Parents may be more ready to have their sons and daughters take up nontraditional vocations than has been supposed. Sex equity coordinators can serve as bridges between parents and vocational educators.

REVIEW AND RECOMMENDATIONS

Two areas seem important to review: first, how states will plan for training and second, how the training will be conducted.

Planning for Training

The response-to-request approach to training is a useful component in the training plan. When sex equity coordinators or others are helpful and available, they build confidence and reputation with little risk. This approach by itself cannot be equated with an organized, systematic, ongoing training program.

Initiatives by the sex equity coordinator are critical at the LEA level, because few building staff are in a position to invite a major training effort to come into their school. Few vocational educators go to regional conferences. A vocational teacher cannot leave the shop/classroom/laboratory for a local inservice effort without the approval of the superintendent.

On the other hand, it is difficult for projects funded at the national level to reach more than a small proportion of local school districts. The Sex Equality Guidance Opportunities (SEGO) project has conducted the greatest number of sex equity workshops nationally. Project staff held five to six workshops in every state and the District of Columbia, and reached 7,000 local educators at drive-in, one-day workshops (Verheyden-Hilliard, 1976). This still leaves thousands in need of training.

Sex equity coordinators can now train educators in each state, making the possibility of reaching every vocational teacher very real. Engaging the interest and cooperation of the local superintendent is important in obtaining the release of the vocational people who work directly with the students. Significant training may be needed for the superintendents themselves.

Another group of educators for whom inservice training should be provided are counselors and teachers in junior high schools. While the junior high schools may not seem to be the province of the sex equity coordinator, they can be a vital part of the sex equity training program, as they set up the prevocational courses which assist or limit future vocational options. Teachers, counselors and administrators in elementary schools could also benefit from an update on vocational education and the new opportunities it provides.

Nonstereotypic career exploration must take place at the elementary and junior high school levels before secondary level vocational education becomes a real option for young women and men. Junior high school administrators sometimes assemble an audience to hear the high school vocational teacher give an overview of a stereotypically male or female course of study. Often, all boys or all girls are invited to hear presentations on traditionally sex-typed careers, such as cosmetology or auto mechanics. Handling recruitment programs in this way is not only shortsighted but a violation of Title IX. It also presents barriers to sex fair career exploration.

Training

Effective training recognizes the human element in vocational education. Many vocational teachers come from fields of work or union activity where women or men have been traditionally excluded. These teachers may have a more difficult time reaching out and encouraging students of the opposite sex. This may affect the recruitment process more than is realized. Young women and men may be uncertain about approaching such traditionally sex-typed programs because they have no reason to believe that attitudes of the teachers or expectations for the course have changed. A review of the literature reveals articles written by women on how to open up traditionally female courses to men (Dowell and Greenwood, 1975; Kohlman, 1975), but there is no comparable literature on opening up traditionally male courses to women. Young women in vocational programs nontraditional for their sex may need special educational support systems which appear to be less necessary for young men entering formerly female-intensive programs.

Key Points in Sex Equity Programs

1. Administrators at the national, state, and local level should be involved in comprehensive inservice training on planning and monitoring the sex fairness of the programs for which they are responsible.

2. Vocational educators who are women should be moved into leadership positions in significant numbers at the national, state, and local level.

3. State plans should articulate and implement programs that reach teachers in every shop/laboratory/classroom with intensive and comprehensive inservice on sex fairness including:

    a. how to recruit, that is, provide information in a positive manner on courses of study which are presently nontraditional for each sex
    b. specific techniques to support students and their parents in nontraditional exploration and training
    c. how to adjust to females in the shop, laboratory and classroom

Prognosis

Should we be pleased or angry about the work being done to achieve sex equity in vocational education? Beginning steps are being made in some states to organize a concerted attack on the problem. In other states, it appears that little or nothing is being done.

Federal legislation requiring sex fairness in vocational education has been in effect since 1972. The need for desegregation in vocational education is specifically mentioned in Title IX. The vocational education amendments establishing the Sex Equity Office and calling for significant attention to sex equity have been in place for two years. It is not unreasonable, therefore, to note that vocational education has not yet moved as significantly as it could to change the stereotypes, recruit, and welcome female and male students into all the programs that vocational education has to offer, and to support those who make pioneering efforts in nontraditional fields.

The tools for implementation exist. Individuals with knowledge to lead the training are also available. Exemplary materials exist in sufficient variety to begin the effort. Funds are available within vocational education to carry out a comprehensive training program. Through the federal effort in the Sex Equity Office alone $2.5 million is being expended annually to achieve sex fairness. It is not too soon to begin monitoring that expenditure against established criteria of achievement in bringing sex fairness to vocational education.

Vocational sex stereotyping resulting in vocational sex discrimination is a serious matter with serious consequences. High quality inservice training on sex equity is in order for all personnel, including administrators, teachers, and counselors in vocational education. The state-of-the-art indicates a need for training which has goals, clearly defined and measurable objectives and, most importantly, long range plans to support and reinforce vocational educators in their efforts to help all their students be all they can be.

SUMMARY OF TRAINING INFORMATION PROVIDED BY SEX EQUITY COORDINATORS
(FALL 1978)

Alabama

Alabama is providing inservice training on the legal issues of the Title II legislation and reviewing methods to develop affirmative action plans that work. Staff are also assessing curriculum, textbooks, and audiovisual materials for sex fairness. They are circulating a checklist for developing local vocational plans for compliance with Title II and Title IX and a checklist for assessing the sex fairness curricular materials.

Arizona

Arizona has held three four-hour workshops under the title "Strategies, Techniques and Effective Resources for Equalizing Opportunities" (STEREO). The workshops were designed for distributive education and business and office education teacher/coordinators and provided awareness activities on sex stereotyping, updates on legal requirements, and allowed time for developing plans of action to implement the changes suggested through the workshops. A day-long "Sex Fairness in Career Education" resource sharing forum was held for interested vocational and career educators. Arizona also has prepared a loose-leaf packet of information brought together from a variety of sources which includes awareness activities and annotated resources.

Arkansas

Arkansas has made an effort to reach students directly through two three-day workshops entitled, "Training in Assuring Equal Access for Vocational Student Leaders." Separate workshops were carried out for 125 secondary and 85 post-secondary students and advisors. Through games, role-playing, discussion and presentations by consultants, a student-oriented approach to exploring and selecting careers was presented. The students and local advisor participating in the project designed programs and projects for implementation during the current school year to eliminate sex bias and promote acceptance of nontraditional roles in their local schools.

The workshops were well received and follow-up of the student-developed plans will be conducted during the current school year. Projects will be monitored; descriptive reports of the activities will be prepared and disseminated within the state to further expand student involvement.

California

California has let a substantial contract to develop high quality inservice training for secondary schools, community colleges, state staff, and local, district and county administrators of vocational education.

Fourteen workshops will be held for community college vocational educators and 20 workshops will be held for secondary vocational education personnel. At each of these workshops, 12 categories of vocational education programs will be covered. The workshops will deal with sex roles, curriculum, law, self-study, and action plans. Monitoring and review instruments and grievance procedures will be addressed and action plans and delegation of responsibility will be completed. The project will be evaluated.

Delaware

Delaware held a special section, "Women in Auto Mechanics," as part of a week-long session in updating instruction in automotive programs. This would seem to be a useful idea: wherever there is an update, a significant component of that update could be the training of educators to work with members of the sex which is not traditional for that course.

Hawaii

In Hawaii an eight-week course for secondary school vocational educators has been conducted on awareness issues. Out of the course, a source book has been developed which will be field-tested in seven high schools by holding two-day workshops for the vocational education personnel at the high schools. Effort has also been made to involve the community colleges. From the community college effort two video tapes have been developed which can be used as training materials.

Idaho

In Idaho a systematic attempt is being made to reach a variety of vocational educators with intensive training. An intensive six-hour staff inservice workshop was provided to each state supervisor, including the state administrator. Workshops of a day and a half each were provided to six postsecondary vocational and technical schools throughout the state. These were attended by administrators, counselors, teachers, business office personnel and Title IX coordinators. Two workshops were held for separate groups of home economists. Last fall (1978) a three-hour workshop at the secondary level was held in each of Idaho's eight regions. The participants included one administrator, teacher, and counselor from each Idaho region. Planned for the future is a workshop with business and industry representatives and teachers to address the myth that industries are not receptive to workers in fields nontraditional for their sex.

Kansas

The Kansas Sex Equity Office is holding two days of workshops with teams of three persons--counselor, career education specialist and vocational educator from each secondary and postsecondary school that wishes to attend. These workshops will be followed up in the spring with workshops for the same people to share successes and concerns and to gain further information and support for their efforts.

Maryland

Maryland held a major two-day staff development workshop on "Achieving Vocational Equity." All state staff of the Division of Vocational-Technical Education attended the workshop. In conjunction with the workshop a resource book was prepared which provided guidelines on Title IX, including the Office for Civil Rights Elementary and Secondary Education Division manual. Other resources in the book include statistical information on vocational placement, awareness activities, reprints of related articles and guidelines for assessing sexist curricular materials. The purpose of the detailed resource book is to assist others to work towards sex equity in their own area.

Massachusetts

In Massachusetts an effective way of teaching about sex stereotyping is being provided at the Cape Cod Regional Vocational School. Teachers are given "hands-on" experience in a vocational area nontraditional for their sex and have this experience while being the only one of their sex in the nontraditional classroom. Through careful scheduling, a situation is created whereby teachers experience what it is like to be the only member of their sex in a particular shop. Male auto mechanic teachers are learning sewing in fashion design while cosmetology teachers can be seen welding in the plumbing shop. A ten-week training course resulted in positive changes in behavior toward nontraditional shops. As an additional bonus college credit was arranged.

Montana

Montana has provided inservice training for Department of Vocational and Occupational Services staff. The conference dealt with awareness issues, stereotyping in the world of work and information on the meaning and requirements of the two sex discrimination laws, Title II and Title IX. The Sex Equity Office also participated in twelve state regional workshops for teachers and counselors.

Nebraska

Nebraska has conducted several workshops for vocational educators in the past year. The workshops are directed to reach across disciplinary lines. Teacher/coordinators from different areas work together in ways that may not have occurred in the past. Titles of the cross-disciplinary workshops have included: "Raising Career Aspirations of Female Students," "Leadership Roles for Teachers: How to Be a Change Agent," and "Teaching About the Changing Roles of Men and Women." Part of the workshop agenda is to get past the awareness level and give teachers, counselors, and administrators specific ways to integrate the equal opportunity concept into the curriculum

Nevada

Nevada has made an effort to begin to provide inservice training to CETA personnel. A two-day workshop dealt with sex stereotyping, legal implications, and concepts of androgyny.

New Jersey

New Jersey is preparing a handbook for vocational educators on strategies for achieving sex equity. The handbook will be composed of inservice tools to help local education agencies develop their own training programs. The workshops in New Jersey have generally been contracted to other workshops being held by public or private groups which in some way address the question of vocational development. New Jersey also has developed a media campaign with public service announcements aimed at the vocational development of displaced homemakers. Announcements have addressed the special needs of minority women, called attention to apprenticeship training programs, and attempted to alert the displaced homemaker, or reentry woman, to options available to her.

New York

In New York, three statewide conferences were held lasting two days each. Three hundred personnel received training in understanding Title IX, recruiting students into nontraditional programs and action planning to reduce sex bias. Six State Department of Education staff members were trained as workshop leaders to conduct the sessions. Thirty statewide inservice workshops were also held at area vocational education centers and community colleges, comprehensive school districts and statewide professional organization meetings.

North Carolina

North Carolina has been involved in a significant vocational effort, New Pioneers, which has included local staff in an awareness session on sex equity and the elimination of bias and stereotyping. This was not a sex equity office project and so will not be detailed here. Its efforts, including filmstrips, films, and training manuals, will be of assistance to the sex equity office.

North Dakota

In North Dakota the significant inservice effort this year was participation in the annual all-services conference where a major theme of the total conference was equity. Coordinators changed during the year and new plans are being made for the coming year.

Oklahoma

In Oklahoma a significant effort is being made to involve the state and local administration in the sex fair effort in a systematic manner. High level state staff were provided with a two-day workshop. One-and-a-half days were provided for area vocational assistant superintendents and other persons responsible for Title IX implementation. A three-day workshop was held for the 20 area vocational technical schools to which two persons from each school were invited. All of these workshops were entitled, "Vo-Tech Encounters of the Non-Traditional Kind." The individuals attending "contracted" to hold at least six hours of inservice training for their school upon their return to home base. The Sex Equity Office paid for the participation of one member of the team and the local school supported the participation of the other member of the team.

The equity office has begun to involve policy makers who must make sex equity part of their everyday concern if it is to become an integral part of the concerns and the curriculum of vocational education.

Oregon

For the past two years Oregon has been involved in the development and field testing of Project Awareness, an inservice training program on sex fairness for five northwest states: Alaska, California, Idaho, Montana, Nevada, and Oregon. Oregon has not yet developed any additional training specific to vocational educators through the Sex Equity Office.

South Carolina

South Carolina has conducted day-and-a-half workshops for area vocational center directors as well as hour-and-a-half meetings for school staff. Summer inservice programs have been provided along with mini-workshops at professional development conferences for teachers.

Utah

In Utah in 1979, the theme of the entire state vocational education conference will be equal access to vocational education.

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